

Lessons & LLD strategies

Summary of embedded strategies for LLD students

Strategy 1 Thinking Time

Allowing the student with the LLD time to process the question and formulate an answer. This strategy is appropriate for all students and will result in an improved response.

Strategy 2 Peer answering

Allowing all students the opportunity to give an answer to a peer develops their confidence when volunteering their answer before a larger audience and promotes that each student has something unique to offer.

Strategy 3 Vocabulary & Meta Language

Students with LLD struggle with a limited vocabulary and specifically teaching the vocabulary before teaching and revising during a teaching unit assists the student with comprehension and overall understanding.

Strategy 4 Pre Questioning

By informing students at an earlier time of a question and giving them warning, it allows the LLD student to formulate an answer without requiring the student to process the question and the answer. This strategy allows the student to focus on the answer rather than their understanding of the question.

Strategy 5 Using Auslan

Asking students to indicate their response using Auslan allows the teacher to visually see all students' responses at the same time and allows the LLD student to answer without fear of exposure to the class.

Strategy 6 Visual Cues

Students with LLD generally are visual learners and respond well to visual cues and prompts around the classroom and in easy to access places (such as a personal folder or inside their pencil case). Make sure display signs are attached securely to a wall and that the teacher refers to them at appropriate times during a lesson as part of the review process.

Strategy 7 Scaffolding Language/Questions

Giving the LLD student a choice between two options allows them to focus on the correct answer rather than the question and formulating the answer.

Strategy 8 Feedback

Providing the LLD student with feedback during a lesson allows the student to correct the direction of their thinking and helps them retain the process to be applied in a different lesson.

Strategy 9 Background knowledge & analogy

Relating new words or concepts to background knowledge provides an anchor for the LLD student to develop and maintain their understanding.

Strategy 10 Highlighting Key words

This will assist the LLD student to quickly identify important information at a glance, taking away the need to scan bulk text to find instructions.

Lesson 1 – Student Survey & Brainstorming & Predicting Learning Experience	Resources
Introduction Introduce the program, including its purpose to assist students in becoming better readers, and more able to understand what they are reading and researching. They will be taught strategies that effective readers use. Give out and complete student survey.	<ul style="list-style-type: none"> ❑ Student surveys ❑ Brainstorming a Predicting teacher signs ❑ Skyrider text chart ❑ Brainstorming class chart on A3 ❑ Brainstorming ar Predicting signs x 1 ❑ 15x Skyrider texts on A4 studer pages
Explicit Teaching Show the students the Brainstorming chart and discuss. Indicate the importance and validity of what they already know about a topic. Give an example (such as Skateboarding or Xbox games) and briefly talk about the absurdity of researching things they already know about those topics. Show students the Skyrider text that only shows the title and one image/photograph. Model brainstorming and make a class chart on what students know about the allocated topic. Give students thinking time before asking students to quietly tell the person beside them one of the things they know about the topic. Ask for answers and write on the class chart. Model predicting using the same Skyrider text chart. Discuss the purpose of predicting (to pre validate ideas) and to help formulate a direction for their inquiry. Confirm understanding of the vocabulary (title, heading, subheading, pictures/images, and key words) before beginning the practice section of the lesson.	
Practice In groups of 2, students use the full text copy of the Skyrider chart to complete the Preview/Brainstorming sheet. Empathies students are not to read the text but to skim the words and think about what information would likely be in the text.	
Conclusion As a class discuss how these skills help us to be better readers by giving us a word bank/question bank and focusing us on what we will find in the text.	
Follow Up by Class Teacher <i>During the week in class remind students about brainstorming and predicting text, using these skills in any activity possible.</i>	

**Comment [VM1]:
Strategy 1 Thinking Time**

Allowing the student with the LLD time to process the question and formulate an answer. This strategy is appropriate for all students and will result in an improved response.

**Comment [VM2]:
Strategy 2 Peer answering**

Allowing all students the opportunity to give an answer to a peer develops their confidence when volunteering their answer before a larger audience and promotes that each student has something unique to offer.

**Comment [VM3]:
Strategy 3 Vocabulary & Meta Language**

Students with LLD struggle with a limited vocabulary and specifically teaching the vocabulary before teaching and revising during a teaching unit assists the student with comprehension and overall understanding.

Lesson 2 – Clunks and Clicks and Strategies Learning Experience	Resources	
<p>Introduction</p> <p>Review the skills taught in the previous lesson, ask students what those two skills were and how they are used. Inform them that they will learn 5 new skills during the lesson. Ask students if they have heard of the terms <i>clicks</i> and <i>clunks</i> before. Ask for definitions if the students indicate they have prior knowledge. If no prior knowledge, ask the students if they play Xbox or Playstation games and have ever used a cheat code to have unlimited energy or skip to a new level. Explain to students that the strategies they will learn today are cheat codes for reading and understanding what they are reading. Ask students to indicate using Auslan if they would be interested in learning about these cheat codes/strategies for reading.</p>	<ul style="list-style-type: none"> ❑ Clunks and Click & strategy teacher display signs ❑ Clunk examples (taken from Text 1) ❑ Text 1 copies (for groups of 4) ❑ Worksheet 1 (for groups of 4) ❑ CSR roles and cards 	<p>Comment [DU4]: Strategy 4 Pre Questioning By informing students at an earlier time of a question and giving them warning, it allows the LLD student to formulate an answer without requiring the student to process the question and the answer. This strategy allows the student to focus on the answer rather than their understanding of the question.</p>
<p>Explicit Teaching</p> <p>Explain that when we read each time a word we know appears it goes click in our heads. Sometimes when we come to a hard word, our brain needs to stop and it goes clunk. Display the signs for clicks and clunks. Using the strategies signs, explain each skill and how to use it. Explain that there are many ways to work out unknown words and it is something that they can use throughout their schooling and life. As a whole class go through the example questions using the clicks and clunks strategies, asking students to respond in a variety of ways (Auslan, peer answering, individual answering).</p>		<p>Comment [DU5]: Strategy 5 Using Auslan Asking students to indicate their response using Auslan allows the teacher to visually see all students responses at the same time and allows the LLD student to answer without fear of exposure to the class.</p>
<p>Practice</p> <p>Ask students to nominate groups of 4 (or predetermined groups nominated by the teacher) to work as a team. Establish collaborative group roles. Students are then to nominate clunks in Text 1 and then use Worksheet 1 to identify the clunk, the strategies attempted and what they think the word means after using the strategy. After the allocated time has finished ask students to indicate how many times they used each strategy using their fingers when asked by the teacher. Ask each group to comment on one Clunk word, which strategy/ies they used and what they now think the word means. Give feedback.</p>		
<p>Conclusion</p> <p>Ask students to explain the skills learned so far and how they help us become better readers. Encourage students to continue practicing these skills.</p>		
<p>Follow Up by Class Teacher</p> <p><i>During the week in class remind students to use the skills taught so far. Model using the clunk strategies yourself in at least 2 lessons during the week. Display signs in the room and refer to them when appropriate. Follow up individually with the students with the language needs or how had some difficulty applying the strategies during this lesson.</i></p>		<p>Comment [DU6]: Strategy 6 Visual Cues Students with LLD generally are visual learners and respond well to visual cues and prompts around the classroom and in easy to access places (such as a personal folder or inside their pencil case). Make sure display signs are attached securely to a wall and that the teacher refers to them at appropriate times during a lesson as part of the review process.</p>

Lesson 3 – Skimming, Scanning and Get the Gist Learning Experience	Resources	
<p>Introduction Ask students what they have learned so far, and when they have used the skills. Review brainstorming, predicting, clicks and clunks and clunk strategies. When asking the students what each skill means, give the students a choice of two options i.e. What is brainstorming? Is it showing what you already know about a topic or what you don't know about a topic? Briefly teach skimming and scanning strategies using the signs and an example for each.</p>	<ul style="list-style-type: none"> ❑ Signs from previous lessons ❑ Skimming and scanning signs ❑ Get the Gist sign ❑ Text 1 on a large chart ❑ CSR roles and cue cards ❑ Text 2 (for group of 4) 	
<p>Explicit Teaching Explain that getting the gist of a passage is finding the main idea, or what the text is mostly about. Get the gist helps the figure out what is most important. First they need to think about 'the who' or 'the what' the paragraph/text is mostly about, then they have to work out the most important information about 'the who' or 'the what', then have to explain it in ten words or less. Practice with Text 1 after briefly reviewing. Ask students to count with their fingers their word summaries while taking turns with a partner. Ask two students to retell their answer to the class and discuss.</p>		
<p>Practice In groups of 4 (with roles and cue cards) students complete the get the gist examples using the get the gist techniques and skimming and scanning where appropriate. Students skim and scan Text 2 passages to work out the main idea in each. Remind the students what they are looking for. Mark as students have completed, stopping each group and discussing answers where appropriate.</p>		
<p>Conclusion Ask students to explain the skills covered today. Discuss how today's skills can help them become better readers.</p>		
<p>Follow Up by Class Teacher <i>Model skimming and scanning and Get the Gist in at least 2 lessons during the week where possible – this can be achieved by reading out notes, newsletters or other texts used in the classroom.</i></p>		

Comment [DU7]:
Strategy 7 Scaffolding
Language/Questions
Giving the LLD student a choice between two options allows them to focus on the correct answer rather than the question and formulating the answer.

Comment [DU8]:
Strategy 8 Feedback
Providing the LLD student with feedback during a lesson allows the student to correct the direction of their thinking and helps them retain the process to be applied in a different lesson.

Lesson 4 – Here Hidden and Head Learning Experience	Resources
Introduction Revise all skills taught so far. Make sure all signs are displayed in the room.	<input type="checkbox"/> Strategy signs <input type="checkbox"/> Here Hidden and Head signs <input type="checkbox"/> Text 3 on OHP or a large chart [Questions 1 – 3 on <input type="checkbox"/> Text 3 for students [for team of 2]
Explicit Teaching Teach Here, Hidden and Head questions. <ul style="list-style-type: none"> Here questions are the ones where answers are easy to find in the text. Hidden questions are questions that they need to look for and find the answer for – it may be in more than one sentence or more than one paragraph in a text. Head questions are ones they have to think about what they already know about a topic and usually give an opinion. Ask students to indicate if they have ever played a game of Hide and Seek. Liken the game to comprehension questions that can be asked. [Here – those people who think hiding in plain sight is effective. Hidden – those people that hide behind or in things, you have to look for them but they are there. Head – are like trying to find those people who think that it is funny to go home in the middle of the game so that everyone is looking for them. You have to use your knowledge of this person to know this and to stop wasting your time. Once this is clear go to Text 3.	
Practice In pairs, students complete the Here Hidden and Head question sheets, answering the question and indicating what type of question it is. As in previous lesson, mark answers and give feedback at various points during the activity.	
Conclusion Ask students to explain the skills learned so far and how they help us become better readers. Encourage students to continue practicing these skills.	
Follow Up by Class Teacher <i>During the week remind students to use all of the skills learned so far. Display the strategy signs and model the strategies when ever possible. Give students opportunities to practice answering Here Hidden and Head questions.</i>	

Comment [DU9]:
Strategy 9 Background knowledge & analogy
Relating new words or concepts to background knowledge provides an anchor for the LLD student to develop and maintain their understanding.

Lesson 5 – Who What When Where Why How What if Learning Experience	Resources
Introduction Revise all the skills taught so far. Make sure all the signs are displayed in the room.	<input type="checkbox"/> Signs from previous lessons <input type="checkbox"/> WWWWWHW signs <input type="checkbox"/> Text 4 on OHP <input type="checkbox"/> Text 4 for each student <input type="checkbox"/> Highlighters for each student
Explicit Teaching Explain Who, What, Where, When, Which, Why, How and What if signs. Give at least two examples for each and explain why it is important to be able to identify these things in a text. Show students Text 4 on OHP - demonstrate how to highlight the appropriate words for each question asked.	
Practice In pairs or independently, students complete the Text 4 sheet, highlighting the appropriate words. As in previous lesson, give feedback and give clarification as the activity is completed.	
Conclusion As a class complete a group list of words that will help them answer WWWWWHW questions. Put the chart up for continued display.	
Follow Up by Class Teacher <i>During the week remind students to use the strategies learned so far. Encourage students to refer to the WWWWWHW chart during appropriate lessons. During comprehension activities in the classroom encourage all students (particularly the LLD student) to highlight appropriate words and key words to assist them in answering correctly.</i>	

Comment [DU10]:
Strategy 10
Highlighting Key words
 This will assist the LLD student to quickly identify important information at a glance, taking away the need to scan bulk text to find instructions.